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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Who We Are**  **Maths: Abilities’ tally chart** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  - Collects, records and organizes data on a tally chart. | | | | | | **Skills:** Maths – Recording data- Recording information and observation. | | | | | |
| **Materials:** math’s books, ruler, pencil | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 14** | | | | **Time: 45 min.** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:** Tell the children that they are going to inquire about people’s abilities, collecting the information within the school community. Model on board how to trace the chart meanwhile the children trace it on their notebooks. | | | | | | | | | | | |
| **Main Activity:** The children should ask people the question:”What abilities do you have?”, then they have to record and organize that information on the tally chart. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Share their findings and register them in a bubble map. | | | | | | | | | | | |